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until in many parts of the country the former seem doomed to extinction, is apparent. At present, the American school system as a whole owes its high quality in no small measure to the noble character, enthusiasm and devotion of women who make teaching not only a means of livelihood, but in addition thereto a mission service of love for their work and for children. To increase this love is to increase the best part of their service, and to diminish it is to degrade it to mere drudgery and routine. As the culture of women gradually rises, it becomes more and more evident how unjust have been the discriminations against them in this field, where in higher and higher grades of school work their services are becoming no less valuable than men's.

#### FOREIGN NOTES.

CONDUCTED BY F. H. HOWARD

THE *Librarie Générale* de Ad. Hoste, of Ghent, are just issuing a second edition, revised and enlarged, of Félix Dauge's *Cours de Methodologie Mathématique*. The first edition, issued in lithograph form in 1883, was so excellent that this revision will be welcomed by all teachers of secondary and higher mathematics.

D. E. S.

THE *Educator* (Doshi Kyoiku), Tokyo, Japan, has an English Department, from which we quote the following by G. Makisé, as not unworthy pedagogy: "In the Middle Schools of Prussia, the English Language is taught from text-books specially written in German and not from those written in English, because what is written in their own language can be easily understood and recited. Text books in foreign languages must be made with due regard to our own language and to our nationality. Readers published in foreign countries for the sake of boys born to those languages or for the propagation of principles of liberty, equality, or self-love should not be used without any change by our boys. In this respect the educational department of Russia seems to take the best care. To divide the teaching of a foreign language among many teachers and devote, *e. g.*, one man to reading, one to spelling, one to dictation, one to conversation, etc., and to use different text-books in these branches is not the way to secure unity in teaching or to economize time. The teaching of a foreign language should be done, if possible, by one teacher having charge of one class, and reading, spelling, dictation, conversation, etc., should be taught together within a certain number of hours. The lowest class should specially follow this system."

CLERICAL Control in English Schools.—Meanwhile the multiplied minor teaching institutions of all grades, though they have in the majority of cases passed into the hands of laymen, still, in considerable measure, and especially throughout their higher grades, retain a clerical character. The public schools in general are governed by ecclesiastics; and most of the masters are, if not in orders, preparing to take orders. Moreover, a large proportion of the private schools throughout the kingdom to which the wealthier classes

send their sons, are carried on by clergymen; and clergymen in multitudinous cases take private pupils. Thus the differentiation of the teaching class from the priestly class is even now incomplete.

As significantly bearing on the evolution of the teacher, let us further note that at the present moment there is going on a struggle to reacquire that clerical control which a secularized system of public education had in chief measure thrown off. Even when established a quarter of a century ago, this public education was not completely secularized, since certain biblical lessons were given; and now a strenuous endeavor is being made to add to these biblical lessons certain dogmas of the Christian creed established by law, and so to make the teachers of board schools to a certain extent clerical teachers. Nor is this all. Clerics have striven and are still striving, to make the public help them to teach church dogmas in church schools. At the present time (June 1895) the Primate and clergy at large are fathering an Act which shall give them state funds without state control. With an arrogance common to priesthoods in all times and places, no matter what the creed they say to the state: "We will say what shall be taught and you shall pay for it."—*From Professional Institutions: The Teacher, by Herbert Spencer, in Appletons' Popular Science Monthly for December.*

THE COST PER CHILD OF ELEMENTARY EDUCATION. *The Schoolmaster* [London], January 11, 1896.

CHICAGO spends 28½ dollars per annum (at least £5), upon the education of each child in its elementary schools. New Zealand spends £3 15s. per head; New South Wales, £5; and British Columbia, £4—just to mention a few. The London Board spends £3 6s.—and a fine dust is being made of it.

THE ENGLISH LECTURESHIP AT CAMBRIDGE. *The Educational Times* [London], January 1896.

THE General Board of Studies have presented a report to the Senate, in which they recommend—(1) That the sum of £1220 contributed for the endowment of a teacher in English, together with any further sum that may hereafter be contributed for the purpose of increasing it, be accepted by the university, and the vice-chancellor be empowered to express the thanks of the University to Professor Skeat and the other contributors. (2) That a University Lectureship in English be established in connection with the Board of Mediæval and Modern Languages, at a yearly stipend of £50 or such larger sum as the fund may produce.

THE EDUCATIONAL VALUE OF THE CAMBRIDGE POLL COURSE. *The Educational Times* [London], December 1895.

THE General Board of Studies is at present busily engaged in discussing the much vexed question how it is possible to make the Cambridge poll course of more educational value from a literary point of view. The general

sentiment on the subject finds expression in the statement that Cambridge men are inarticulate ; that Oxford men possess literary style, while Cambridge can boast of knowledge without power of expression. To a certain extent this is quite true, but the accuracy of statement which is necessary in the exact sciences is at least as valuable an acquisition as the power of graceful enunciation possessed by the average Oxford man. It may be questioned whether this university would be a gainer by sacrificing solid knowledge for the more showy culture of the sister university. One fact must not be forgotten ; assuming that the honor men at the two universities are much on a par, yet it is an undoubted fact that the Cambridge poll man, though a healthy, honest creature, is intellectually and educationally not quite on the same level as his Oxford *confrère*.

THE MANITOBA SCHOOLS QUESTION. GOLDWIN SMITH. *Forum*, March 1896.

IN regard to one interesting phase of this question Professor Smith says :

This Manitoba School affair has also interest as an episode in the struggle between the British and French races, which are severally identified with the Protestant and Catholic religions. Canada, when England took her over from France, had not more than 60,000 inhabitants, almost all of the poorest class, who might probably have been Anglicized with ease. That they were treated on the opposite principle, that their language was respected and their religion recognized was due, it may be surmised, to the necessity of preserving their allegiance in the face of the American Revolution, which may thus, in a certain sense, be said to have extended to Canada. This policy, combined with the hostility of the Canadian priests to New England Puritanism and afterward to the atheism of the French Revolution, kept the people loyal to Great Britain. The conquerer, however, had given them votes which they used to throw off his ascendancy, and there was a constant fight between them and the English minority in possession of office down to 1837, when they broke out into rebellion simultaneously, though hardly in concert with the rebellion against arbitrary government and the Family Compact in the British Province. Lord Durham thought he had achieved a master-stroke of statesmanship when he united the two Provinces. The French element, being the weaker, he imagined, would be politically dominated by the stronger element and ultimately absorbed. Never was there a greater mistake. The weaker race, being perfectly combined in defense of its threatened interests, formed a solid vote which dominated the United Parliament ; while, instead of being absorbed, it has absorbed and is continuing to absorb outlying portions of the British element which come within or touch its pale. An American politician once showed the writer that he at least had not fixed the eye of territorial greed on Canada by asking whether the French in Canada were naturalized. They are not only very much naturalized, but regard themselves as the only genuine natives, and when they speak of a Canadian mean a Frenchman.